

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Minority Applicants for Certified Vacancies in Kentucky School Districts 2006-2007

Applicable Statute or Regulation:

KRS 160:380 (2)(d), 704 KAR 7:130

History/Background:

Existing Policy:

In an effort to successfully implement all aspects of the Kentucky Education Reform Act, the Kentucky Department of Education (KDE) has made consistent efforts to ensure the representation of all ethnic groups at all levels within the state's teacher, principal and administrator workforce. As outlined in the Kentucky Board of Education and Kentucky Department of Education's goals and further stated in the KDE Action Plan, The Division of Educator Recruitment and Retention is responsible for collecting data and providing an annual report on gains made in the hiring of minority educators. The Minority Educator Recruitment and Retention (MERR) reporting process requires districts to identify vacancies, interviews, and number of positions filled by minority candidates. This information indicates the number of minorities interviewed and hired in the positions of teacher, principal or administrator.

Annually, school district superintendents are required to submit a report including the educator recruitment plan, strategies and sources of recruitment, vacancies, positions filled (teacher, principal and administrator) and the number of minority educators interviewed and hired, pursuant to 704 KAR 7:130.

The results of the data collected indicate the percentages of minority educators included in the total number of teachers hired. There is still a discrepancy on the number of minorities hired versus the rising number of the minority student population. Currently, 4% of the public school teachers are minorities. Approximately 15% of the student population is minorities. Within the last four years we have only had an increase of .05% in hiring of minority teachers followed by a .05% decrease resulting in no change overall. Minority principals make up approximately 5% of the total number of principal positions filled in the past year. Principal positions filled by minorities indicated 63 were African-American, 1 was Asian Pacific Islander/Alaskan Native and 1 was Hispanic.

One attempt to assist districts in the identification, recruitment and placement of qualified applicants, including minority applicants, is the development and implementation of the statewide Kentucky Aspiring Educators Career Fair. This career fair will encourage and support local school districts, colleges and universities to have a central location and to make initial contact with prospective employees ready to join the education workforce.

Additionally, since 1994, the KDE has assisted local districts in their efforts to identify and recruit minority educators through the compilation of data on educators interested in working in Kentucky schools and districts. This database was called the “Minority Educator Job Bank”. Since October 14, 2002, this job bank has been replaced with The Kentucky Educator Placement Service (KEPS). Every attempt was made to move those candidates into KEPS.

The Division of Educator Quality and Diversity is also designing an interactive database tool in an effort to increase access to highly qualified and effective minority educators seeking employment opportunities. This database is a revitalization of the Minority Job Bank used by districts in the late 1990s. This effort will also facilitate the opportunity to create a pipeline identifying future instructional leaders, counselors and potential superintendents.

The Division of Educator Quality and Diversity will continue to focus its efforts to guide, support and assist local school districts to increase and enhance efforts to recruit minorities in education.

Policy Issues:

1. What actions should be taken in regard to the districts that are not seriously working to recruit, hire and retain minority educators?
2. How can the Division of Educator Quality and Diversity broaden its work to assist and support districts that are striving to attain diversity?

Impact on Getting to Proficiency:

Ensuring that there are sufficient minority personnel at all levels will provide caring adults and successful role models with a special interest in minority students that will assist in closing the gaps, thus moving more students and schools to proficiency.

Contact Person:

Stephen Schenck, Associate Commissioner
Office of Leadership and School Improvement
502/564-2116
Stephen.Schenck@education.ky.gov

Deputy Commissioner

Commissioner of Education

Date:

April 2008